



July 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2007 (Reports Revised October 2007)
ID: 11811437
District: Windham School Department
School: Windham Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9

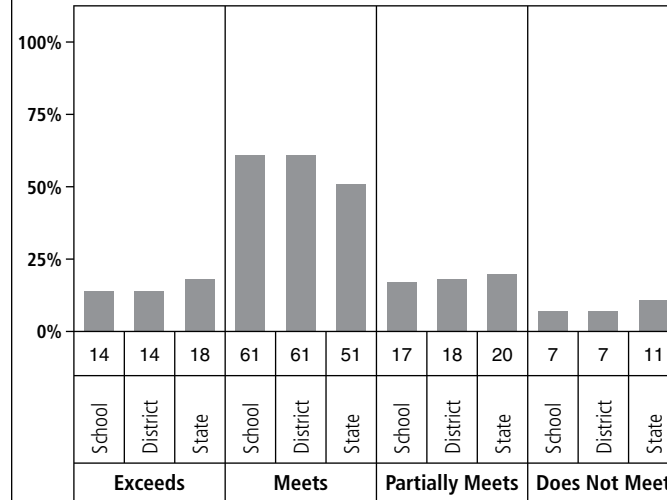
SUMMARY OF SCORES

Date: March 2007
Grade: 7
District: Windham School Department
School: Windham Middle School

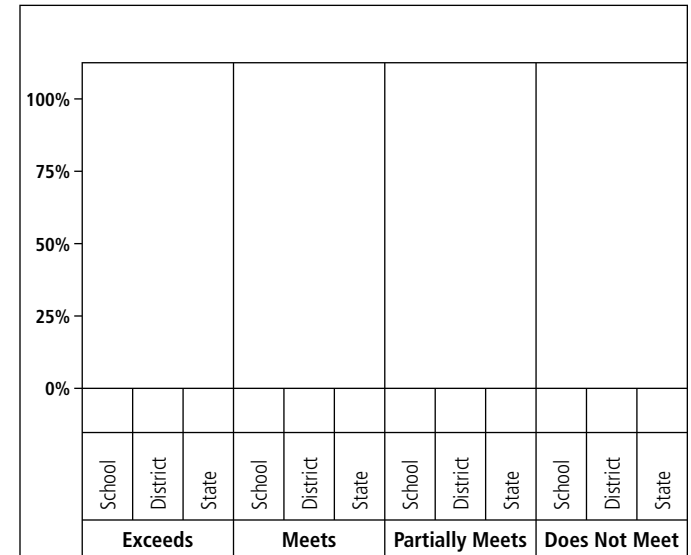
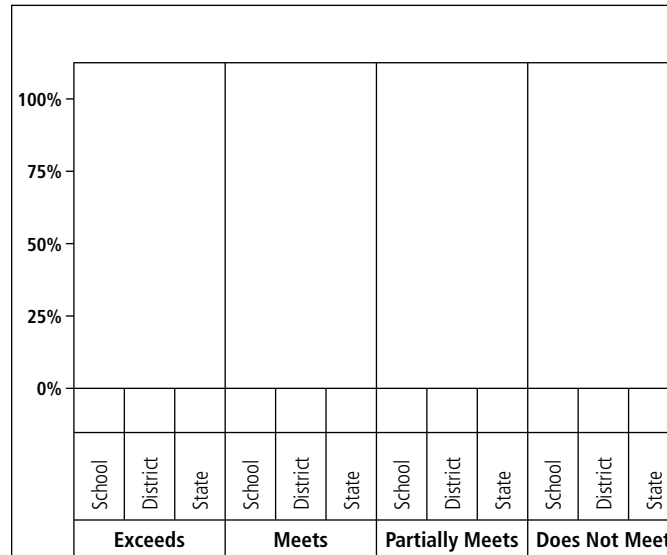
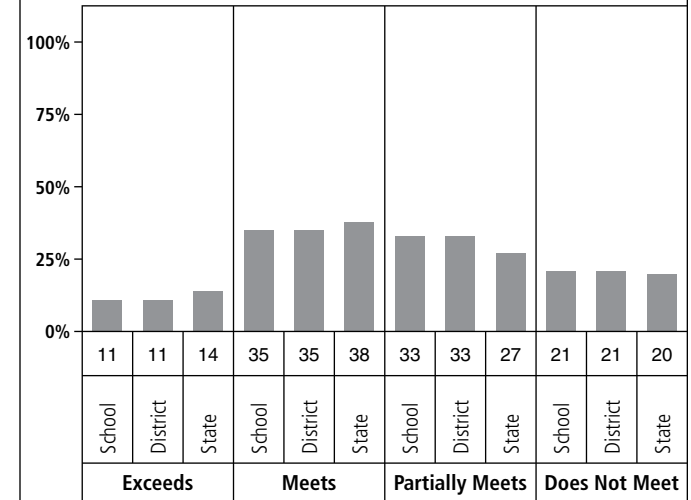
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
ELA – Reading 2005–2006 2006–2007 Cum. Avg. *	746 749 748	746 749 748	745 748 746
Mathematics 2005–2006 2006–2007 Cum. Avg. *	740 740 740	739 739 739	740 742 741

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Date: March 2007
 Grade: 7
 District: Windham School Department
 School: Windham Middle School

CATEGORY OF PARTICIPATION		Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
								ELA-Reading						Mathematics																	
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students		220	100	221	100	15234	100	220	100	221	100	15076	99	220	100	221	100	15071	99												
Ethnicity	African American	6	3	6	3	356	2	6	100	6	100	348	98	6	100	6	100	348	98												
	American Indian/Native Alaskan	1	0	1	0	112	1	1	100	1	100	112	100	1	100	1	100	111	99												
	Asian/Pacific Islander	3	1	3	1	182	1	3	100	3	100	179	99	3	100	3	100	179	99												
	Hispanic	1	0	1	0	138	1	1	100	1	100	133	98	1	100	1	100	133	98												
	White	209	95	210	95	14440	95	209	100	210	100	14303	99	209	100	210	100	14299	99												
	Not Reported	0	0	0	0	6	0	0	0	0	0	1	17	0	0	0	0	1	17												
Identified disability		26	12	27	12	2525	17	26	100	27	100	2469	98	26	100	27	100	2465	98												
Current LEP		1	0	1	0	277	2	1	100	1	100	269	99	1	100	1	100	270	99												
Economically disadvantaged		35	16	36	16	5501	36	35	100	36	100	5424	99	35	100	36	100	5415	99												
Migrant		0	0	0	0	10	0	0	0	0	0	10	100	0	0	0	0	10	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																		
	School		District		State		School		District		State		School		District		State		School		District		State		
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	
Participation without accommodations	192	87	192	87	12557	82	192	87	192	87	12580	83													
Identified disability (PET/IEP)	3	2	3	2	424	3	3	2	3	2	448	4													
LEP	0	0	0	0	128	1	0	0	0	0	130	1													
504 plan	2	1	2	1	160	1	2	1	2	1	161	1													
Participation with accommodations	26	12	27	12	2298	15	26	12	27	12	2282	15													
Identified disability (PET/IEP)	21	81	22	81	1845	80	21	81	22	81	1817	80													
LEP	1	4	1	4	122	5	1	4	1	4	133	6													
504 plan	0	0	0	0	54	2	0	0	0	0	53	2													
Other	4	15	4	15	296	13	4	15	4	15	298	13													
Participation through alternate assessment (PAAP)	2	1	2	1	209	1	2	1	2	1	209	1													
Identified disability (PET/IEP)	2	100	2	100	200	96	2	100	2	100	200	96													
LEP	0	0	0	0	7	3	0	0	0	0	7	3													
504 plan	0	0	0	0	0	0	0	0	0	0	0	0													
Approved non-participation in reading – 1st year LEP	0	0	0	0	12	0																			
Approved non-participation – special consideration	0	0	0	0	30	0	0	0	0	0	30	0													
Non-participation – other	0	0	0	0	128	1	0	0	0	0	133	1													

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Date: March 2007
Grade: 7
District: Windham School Department
School: Windham Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006	25	12	25	12	1769	11
	2006-2007	31	14	31	14	2630	18
	Cum. Avg.	28	13	28	13	2200	15
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006	112	55	111	54	7521	49
	2006-2007	133	61	133	61	7605	51
	Cum. Avg.	123	58	122	57	7563	50
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006	41	20	41	20	3773	24
	2006-2007	38	17	39	18	3000	20
	Cum. Avg.	40	19	40	19	3387	22
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006	26	13	29	14	2399	16
	2006-2007	16	7	16	7	1620	11
	Cum. Avg.	21	10	23	11	2010	13

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	36.5	65.2	36.4	65.0	36.0	64.3
Literary Text	24	43	15.8	65.8	15.8	65.8	15.4	64.2
Informational Text	32	57	20.7	64.7	20.6	64.4	20.6	64.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Date: March 2007
 Grade: 7
 District: Windham School Department
 School: Windham Middle School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	218	31	14	133	61	38	17	16	7	749	219	14	61	18	7	749	14855	18	51	20	11	748
Ethnicity																						
African American	6	0	0	2	33	4	67	0	0	744	6	0	33	67	0	744	335	7	40	22	30	738
American Indian/Native Alaskan	1										1						112	10	38	24	28	740
Asian/Pacific Islander	3										3						175	25	46	17	12	750
Hispanic	1										1						126	17	43	22	18	745
White	207	30	14	129	62	33	16	15	7	749	208	14	62	16	7	749	14106	18	52	20	10	749
Not Reported	0										0						1					
Identified disability																						
Yes	24	1	4	11	46	9	38	3	13	741	25	4	44	40	12	740	2269	2	25	34	39	734
No	194	30	15	122	63	29	15	13	7	750	194	15	63	15	7	750	12586	20	56	18	6	751
Limited English proficient students																						
Current LEP in first year	0										0						4					
Current LEP beyond first year	1										1						246	3	29	28	40	733
Economically disadvantaged																						
Yes	34	2	6	16	47	9	26	7	21	740	35	6	46	29	20	740	5279	9	46	27	18	743
No	184	29	16	117	64	29	16	9	5	750	184	16	64	16	5	750	9576	23	54	16	7	751
Migrant																						
Yes	0										0						10	10	50	10	30	743
No	218	31	14	133	61	38	17	16	7	749	219	14	61	18	7	749	14845	18	51	20	11	748
Gender																						
Female	105	21	20	68	65	11	10	5	5	752	105	20	65	10	5	752	7214	24	52	17	7	751
Male	113	10	9	65	58	27	24	11	10	746	114	9	57	25	10	746	7640	12	51	23	14	745
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										0						919	7	39	34	20	741
No	218	31	14	133	61	38	17	16	7	749	219	14	61	18	7	749	13936	18	52	19	10	749
Gifted/talented program																						
Yes	0										0						522	62	36	2	0	764
No	218	31	14	133	61	38	17	16	7	749	219	14	61	18	7	749	14333	16	52	21	11	748

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
 Grade: 7
 District: Windham School Department
 School: Windham Middle School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	6	0	0	5	42	3	25	4	33	737	6	0	42	25	33	737	6	8	39	25	27	740
B. less than one hour	46	15	15	55	56	19	19	10	10	748	47	15	55	20	10	748	49	17	51	21	11	748
C. one to two hours	44	16	17	63	67	14	15	1	1	751	44	17	67	15	1	751	40	20	54	18	7	751
D. more than two hours	4	0	0	6	75	2	25	0	0	751	4	0	75	25	0	751	5	17	46	22	14	747
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	34	15	21	51	71	5	7	1	1	753	34	21	71	7	1	753	35	24	56	14	6	752
B. They match some of what I have learned.	51	15	14	57	52	24	22	13	12	747	51	14	52	22	12	747	51	16	52	22	10	748
C. They match just a little of what I have learned.	13	1	4	19	68	7	25	1	4	745	14	3	66	28	3	744	11	10	42	27	22	742
D. There is no match.	2	0	0	2	50	2	50	0	0	740	2	0	50	50	0	740	3	6	29	30	35	736
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	30	20	31	37	58	5	8	2	3	755	30	31	58	8	3	755	27	33	52	10	5	755
B. good	51	10	9	70	64	23	21	6	6	748	51	9	64	21	6	748	52	15	55	21	9	748
C. fair	17	1	3	21	57	8	22	7	19	742	18	3	55	24	18	742	19	4	43	32	21	741
D. poor	2	0	0	2	50	2	50	0	0	744	2	0	50	50	0	744	2	3	31	34	32	735
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	19	4	10	17	41	14	34	6	15	743	20	10	40	36	14	742	15	12	43	23	22	743
B. about the same as my regular schoolwork	62	21	16	84	64	19	15	7	5	750	62	16	64	15	5	750	64	18	53	20	9	749
C. easier than my regular schoolwork	19	6	15	28	70	4	10	2	5	751	19	15	70	10	5	751	21	20	53	19	8	750
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	10	0	0	10	45	6	27	6	27	739	10	0	45	27	27	739	8	5	30	29	36	736
B. Most of the passages were about the same as what I normally read.	52	12	11	70	64	21	19	7	6	748	52	11	63	20	6	748	53	13	52	24	11	747
C. Most of the passages were easier than what I normally read.	37	19	24	48	61	10	13	2	3	753	37	24	61	13	3	753	40	26	56	13	5	753
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	42	15	17	52	58	14	16	8	9	749	42	17	58	16	9	749	44	18	51	20	10	748
B. I tried about the same as I do on my regular schoolwork.	50	16	15	66	63	18	17	5	5	749	50	15	62	18	5	749	52	19	53	19	9	749
C. I did not try as hard on this test as I do on my regular schoolwork.	8	0	0	11	65	5	29	1	6	746	8	0	65	29	6	746	4	6	40	25	28	740
How much time do you spend reading at home each day?																						
A. more than one hour	10	4	19	14	67	3	14	0	0	751	10	19	67	14	0	751	17	25	53	13	8	752
B. 20 minutes to an hour	42	18	20	54	61	11	13	5	6	752	42	20	61	13	6	752	45	21	53	18	8	751
C. less than 20 minutes	17	5	14	24	67	4	11	3	8	749	17	14	67	11	8	749	14	16	50	21	13	747
D. I rarely read at home.	32	3	4	38	57	19	28	7	10	744	31	4	57	28	10	744	24	7	48	28	17	743
Optional school/district question																						
A.	33	0	0	1	100	0	0	0	0	748	33	0	100	0	0	748						
B.	33	0	0	0	0	0	0	1	100	728	33	0	0	0	100	728						
C.	0										0											
D.	33	0	0	0	0	0	0	1	100	724	33	0	0	0	100	724						

MATHEMATICS RESULTS

Date: March 2007
Grade: 7
District: Windham School Department
School: Windham Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	23	11	22	11	1646	11
	2006-2007	24	11	24	11	2142	14
	Cum. Avg.	24	11	23	11	1894	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	75	37	76	37	5497	36
	2006-2007	76	35	76	35	5642	38
	Cum. Avg.	76	36	76	36	5570	37
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	62	30	62	30	4514	29
	2006-2007	72	33	72	33	4077	27
	Cum. Avg.	67	32	67	31	4296	28
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	44	22	46	22	3797	25
	2006-2007	46	21	47	21	3001	20
	Cum. Avg.	45	21	47	22	3399	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	7.2	45.0	7.1	44.4	7.5	46.9
Cluster 2: Shape and Size	14	25	7.4	52.9	7.4	52.9	7.9	56.4
Cluster 3: Mathematical Decision Making	8	14	3.7	46.3	3.6	45.0	3.9	48.8
Cluster 4: Patterns	18	32	8.7	48.3	8.7	48.3	9.4	52.2

Cluster 1: Numbers and Operations

- A. Numbers and Number Sense
- B. Computation
- I. Discrete Mathematics (grades 3 and 4 only)

Cluster 2: Shape and Size

- E. Geometry
- F. Measurement

Cluster 3: Mathematical Decision Making

- C. Data Analysis and Statistics
- D. Probability

Cluster 4: Patterns

- G. Patterns, Relations, and Functions
- H. Algebra Concepts
- K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Date: March 2007
 Grade: 7
 District: Windham School Department
 School: Windham Middle School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	218	24	11	76	35	72	33	46	21	740	219	11	35	33	21	739	14862	14	38	27	20	742
Ethnicity																						
African American	6	0	0	2	33	0	0	4	67	723	6	0	33	0	67	723	342	2	28	25	45	729
American Indian/Native Alaskan	1										1						111	6	25	30	39	734
Asian/Pacific Islander	3										3						177	26	42	16	15	748
Hispanic	1										1						129	12	26	33	28	737
White	207	24	12	73	35	70	34	40	19	740	208	12	35	34	20	740	14102	15	38	28	19	742
Not Reported	0										0						1					
Identified disability																						
Yes	24	1	4	4	17	8	33	11	46	730	25	4	16	32	48	730	2265	3	14	27	56	725
No	194	23	12	72	37	64	33	35	18	741	194	12	37	33	18	741	12597	17	42	27	14	745
Limited English proficient students																						
Current LEP in first year	0										0						14	14	14	14	57	726
Current LEP beyond first year	1										1						249	6	24	19	51	728
Economically disadvantaged																						
Yes	34	1	3	9	26	8	24	16	47	729	35	3	26	23	49	729	5282	6	30	31	32	735
No	184	23	13	67	36	64	35	30	16	741	184	13	36	35	16	741	9580	19	42	25	14	746
Migrant																						
Yes	0										0						10	0	50	20	30	734
No	218	24	11	76	35	72	33	46	21	740	219	11	35	33	21	739	14852	14	38	27	20	742
Gender																						
Female	105	13	12	33	31	37	35	22	21	740	105	12	31	35	21	740	7225	14	38	28	20	742
Male	113	11	10	43	38	35	31	24	21	739	114	10	38	31	22	739	7636	15	37	27	21	742
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										0						921	5	22	35	37	732
No	218	24	11	76	35	72	33	46	21	740	219	11	35	33	21	739	13941	15	39	27	19	743
Gifted/talented program																						
Yes	0										0						522	68	29	3	0	765
No	218	24	11	76	35	72	33	46	21	740	219	11	35	33	21	739	14340	12	38	28	21	741

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 7
District: Windham School Department
School: Windham Middle School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	6	0	0	0	0	6	50	6	50	725	6	0	0	50	50	725	6	8	26	29	37	733
B. less than one hour	46	10	10	32	32	32	32	25	25	738	47	10	32	32	26	738	49	14	38	27	20	742
C. one to two hours	44	14	15	39	41	27	29	14	15	744	44	15	41	29	15	744	40	16	40	28	16	744
D. more than two hours	4	0	0	3	38	5	63	0	0	739	4	0	38	63	0	739	5	14	34	26	26	740
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	21	15	34	15	34	8	18	6	14	750	21	34	34	18	14	750	29	24	40	22	14	747
B. They match some of what I have learned.	54	8	7	50	43	37	32	21	18	740	55	7	43	32	19	740	51	12	41	29	18	742
C. They match just a little of what I have learned.	23	1	2	8	17	25	52	14	29	731	22	2	17	52	29	731	17	6	32	32	29	736
D. There is no match.	2	0	0	0	0	1	20	4	80	718	2	0	0	20	80	718	4	8	15	26	52	728
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	21	12	27	21	47	6	13	6	13	750	21	27	47	13	13	750	23	36	40	14	10	753
B. good	53	12	11	43	38	37	33	21	19	740	53	11	38	32	19	740	47	11	45	28	16	743
C. fair	21	0	0	10	22	22	49	13	29	732	21	0	22	49	29	732	25	3	28	38	31	734
D. poor	5	0	0	0	0	6	55	5	45	725	5	0	0	55	45	725	5	1	17	37	45	728
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	55	3	3	42	36	48	41	24	21	737	55	3	36	41	21	737	41	8	37	32	23	739
B. about the same as my regular schoolwork	36	10	13	27	35	21	27	19	25	740	36	13	35	27	25	740	49	15	41	26	18	743
C. easier than my regular schoolwork	8	10	56	5	28	1	6	2	11	758	8	56	28	6	11	758	9	41	31	15	13	753
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	45	6	6	34	36	36	38	19	20	739	44	6	36	38	20	739	47	13	39	28	20	742
B. I tried about the same as I do on my regular schoolwork.	51	17	16	38	35	33	31	20	19	742	51	16	35	30	19	741	48	17	39	27	18	743
C. I did not try as hard on this test as I do on my regular schoolwork.	5	1	10	2	20	2	20	5	50	728	5	10	20	20	50	728	5	11	25	28	36	735
How often do you use laptops in mathematics class?																						
A. almost every day	7	1	7	6	43	3	21	4	29	738	7	7	43	21	29	738	9	12	37	28	23	740
B. two or three days a week	35	5	7	25	34	29	39	15	20	738	35	7	34	39	20	738	21	13	39	28	19	742
C. two or three times each month	55	18	16	40	34	35	30	23	20	741	54	16	34	30	20	741	39	17	40	27	16	745
D. never	4	0	0	2	25	4	50	2	25	732	4	0	22	44	33	732	31	13	35	28	24	740
Which statement best describes the use of calculators in mathematics class?																						
A. Calculators are used daily.	36	0	0	28	37	32	42	16	21	737	36	0	37	42	21	737	19	18	37	25	20	743
B. Calculators are used once or twice a week.	43	10	11	31	34	29	32	20	22	738	43	11	34	32	23	738	37	15	38	29	19	742
C. Calculators are used once or twice a month.	13	7	26	11	41	6	22	3	11	749	13	26	41	22	11	749	20	13	42	27	18	743
D. Calculators are rarely or never used.	9	7	39	3	17	3	17	5	28	744	8	39	17	17	28	744	24	13	37	29	22	741
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	9	0	0	3	16	5	26	11	58	724	9	0	16	26	58	724	9	10	32	30	28	737
B. 30–45 minutes	44	13	14	32	34	33	35	16	17	741	44	14	34	35	17	741	43	14	37	29	21	742
C. 45–60 minutes	42	10	11	37	41	29	32	14	16	742	43	11	41	32	16	742	37	17	41	26	17	744
D. more than 60 minutes	5	1	10	1	10	4	40	4	40	732	5	10	10	40	40	732	11	13	41	27	20	742
Optional school/district question																						
A.	33	0	0	0	0	1	100	0	0	740	33	0	0	100	0	740						
B.	33	0	0	0	0	0	0	1	100	718	33	0	0	0	100	718						
C.	0										0											
D.	33	0	0	0	0	0	0	1	100	708	33	0	0	0	100	708						